DOCUMENT RESUME

ED 042 714 | 24 | SP 004 160

TITLE	A Summary of the Elements Involved in the Personalization Process, Appendix F. Vol. II, A Plan for Managing the Development, Implementation and Operation of a Model Elementary Teacher Education Program.
INSTITUTION	Oregon Coll. of Education, Monmouth.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-9-0506
PUB DATE	Feb 70
CONTRACT	OEC-0-9-470506-4039(010)
NOTE	4p.
AVAILABLE FROM	Supt. of Docs., Government Printing Office, Washington, D.C. 20402 (HE5.87: M72/V2, Appendixes A-P, $2.25)
EDRS PRICE	EDRS Price MF-$0.25 HC-$0.30
DESCRIPTORS	Educational Experience, *Educational Objectives, *Elementary School Teachers, *Individualized Programs, Relevance (Education), Self Concept, Student Participation, *Teacher Education, *Teacher Education Curriculum, Teaching Styles
IDENTIFIERS	CETEM, *Comprehensive Elementary Teacher Education Models

ABSTRACT

The elements involved in the personalization of the program are summarized as follows: 1) Students will contribute meaningfully to its design and development, in cooperation with the college faculty, Teaching Research, and the schools. 2) Students will be able to negotiate a program which is relevant to them personally. 3) Students will be able to specify the objectives they are attempting to realize in demonstration situations, and to negotiate the settings within which competence is to be demonstrated, and the criteria by which judgment is to be made. 4) Students will be able to continuously assess the relevance of the objectives that have been negotiated, and the relevance of the educational experiences being pursued in relation to those objectives. 5) Students will be able to develop a minimal level of self-understanding as a basis against which to make such judgments. 6) Students will be able to develop an overall style of teaching that is in concert with their self-understanding. Related documents are SP 004 155 to SP 004 159 and SP 004 161 to SP 004 166. (MBM)

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED042714

APPENDIX F

A SUMMARY OF THE ELEMENTS INVOLVED IN THE PERSONALIZATION PROCESS

SP004160

A SUMMARY OF THE ELEMENTS INVOLVED IN THE PERSONALIZATION PROCESS

1. An opportunity for students to contribute meaningfully to the design and development of the program.

A basic assumption underlying the development of the proposed program is that it will be designed and developed jointly by faculty from the college, Teaching Research, and the schools, students in teacher education, and representatives from the broader community where appropriate. By pursuing such a strategy it is assumed that not only will the program be more acceptable to all parties concerned, but that its quality and relevance will be maximized.

2. An opportunity for students to negotiate that which they wish to take from the program.

Within the overall program each student needs to be able to negotiate a program that is relevant to him personally.[1] Operationally, this means that the content of each program will vary by interest, specialization, background of knowledge and skill, personal learning styles, etc. It also means that negotiation means negotiation: students and staff must arrive at a program of work that is mutually satisfying, given the information and range of choices available at any given point in time.

Two requirements must be met if a personalized program is to succeed: a) a large store of information on interests, performance history, etc., must be available to both students and staff so that informed decisions relative to programs can be made, and b) staff must have the sensitivities and capabilities that permit meaningful negotiation. Hopefully, the first can be accomplished by a computer based information management system and the second by staff selection and training.

3. An opportunity for students to negotiate the settings within which competence is to be demonstrated, and to negotiate the criteria by which judgment about competence is to be made.

Once a prospective teacher has identified the competencies he wishes to demonstrate, he then must negotiate the conditions or settings

---

[1]As presently planned, students will negotiate within three categories of competencies: those that are required of all students; those that are required of a student who chooses to prepare for teaching in a field requiring specialization, for example, preschool or special education; and those that are requested by a student.

within which he will demonstrate them. This requires that he specify the objective or outcome he is attempting to realize in the demonstration situation, the pupils (or parents or peers) to be involved in the situation, and the physical characteristics of the setting. The prospective teacher is also responsible for negotiating the behaviors or products that can be looked to in the situation as evidence of his success in bringing about the objective toward which he is working. Once this level of detail has been made explicit and agreed to, the task of both the prospective teacher and the person responsible for assessing his performance becomes manageable and relatively straightforward.

The same strategy is followed in meeting prerequisite skills, knowledges, and sensitivities. It is to be recognized, however, that certification is linked only to the demonstration of "terminal" competencies; prerequisite knowledge and skills are treated only as a means to an end and are attended to primarily for diagnostic or guidance purposes.

4. An opportunity for students to continuously assess the relevance of the objectives that have been negotiated, and the relevance of the educational experiences being pursued in relation to those objectives.

In order to insure maximum relevance of both the ends being pursued in the program and the means used to obtain those ends, all instructional experiences are to contain an element which forces the prospective teacher to assess the meaning of that being pursued, his commitment to it, and its implications for the development of an evolving teaching style. This is the case whether the student is successful or unsuccessful in demonstrating the criterion performance toward which the instructional experience aims.

The procedure by which this is to be accomplished is a "corrective decision loop" that is attached to all instructional experiences. Operationally, the corrective decision loop is brought into play whenever there is reason to believe that that which is being pursued is without meaning or there is failure in the demonstration of criterion performance. When either is the case, the student is channeled into the corrective decision loop where he is able to explore through conference the relevance or meaning of either the ends or the means to the ends that he is pursuing. Often times the difficulty in finding meaning in an experience is a matter of not having understood that which needs to be understood, and when this is the case the student is cycled through an enabling subsystem or recycled through the learning experience just attempted. The critical point is that a mechanism to facilitate the personalization process is a part of every instructional experience and when the relevance of instruction is unclear, or it is unsuccessful, it is always brought into play.

5. An opportunity for students to develop a minimal level of self-

understanding as a basis against which to make such judgments.

A basic assumption underlying the entire personalization effort in a ComField based program is that the wisdom of decisions made are directly related to the degree to which one has a clear understanding of his own goals, commitments, preferences, etc. Toward this end a primary point of departure in the program, and a continuing thread throughout it, is the systematic effort to bring about self-understanding.

6. An opportunity for students to develop an overall "style" of teaching that is in concert with their self-understanding.

Not only do prospective teachers learn differently, but they learn different things and put similar things together in different ways. In bringing about pupil outcome A, for example, one teacher may use instructional behaviors x, y and z; another teacher may use behaviors v, w, and x--yet both teachers may be equally successful in bringing about the desired outcome. To be ultimately effective, a teacher education program must allow for and in fact, nurture such differences. The proposed model teacher education program does so by insisting that each prospective teacher provide evidence of an integrated, idiosyncratic teaching style. This requires that the prospective teacher be able to explicate his style, be able to provide a rationale in support of it, and be able to demonstrate it consistently under simulated and actual teaching conditions.